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| NECC_NETS_small | | **Lesson Plan for Implementing NETS•S—Template  *(More Directed Learning Activities)*** |
| ***Template with guiding questions*** | | |
| Teacher(s) Name | Jordan Manning | |
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| Phone | 304-923-6554 | |
| Grade Level(s) | 3rd | |
| Content Area | Social Studies | |
| Time line | This mini unit will take place the week prior to the celebration of Martin Luther King Jr. Day for 30 minutes a day. | |

**Standards** (What do you want students to know and be able to do? What knowledge, skills, and strategies do you expect students to gain? Are there connections to other curriculum areas and subject area benchmarks? )

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| Content Standards | WV CCR SS.3.1; TE.0.3-4.1.TT8; TE.0.3-4.1 TT10 |
| NETS\*S Standards: | ISTE Digital Citizen Standard (whole); ISTE Knowledge Construction (3a-c) |

**Overview** (a short summary of the lesson or unit including assignment or expected or possible products)

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| Throughout the week, the students will complete an info-graphic booklet about the life, accomplishments, and facts of Martin Luther King Jr. To complete this info-graphic booklet, the students will work in collaborative groups and use the mobile lab laptops and tablets to seek their information. The students will work daily in their groups. Within their groups they are allowed to delegate tasks to certain members and break up the booklet as they see fit. Upon completion of the booklet, each group will write a summary (typed) and present it to the class. |

**Essential Questions** (What essential question or learning are you addressing? What would students care or want to know about the topic? What are some questions to get students thinking about the topic or generate interest about the topic? What questions can you ask students to help them focus on important aspects of the topic? What background or prior knowledge will you expect students to bring to this topic and build on?)

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| What is a legacy? How have actions from the past affected our future? How has technology changed how we access the past? |

**Assessment** (What will students do or produce to illustrate their learning? What can students do to generate new knowledge? How will you assess how students are progressing (formative assessment)? How will you assess what they produce or do? How will you differentiate products?)

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| The students will produce a collaborative info-graphic booklet and a typed summary of what they have learned from the research they conducted. The students will be assessed informally on how they work in their group based on observations. Formatively, the students will be assessed when their booklets are reviewed with me daily, and a short discussion with each group. Their booklets will be assessed using a rubric based on the goals for this project. To differentiate each group’s booklets, I will look at how each group chose to put their books together and display their information. |

**Resources** (How does technology support student learning? What digital tools, and resources—online student tools, research sites, student handouts, tools, tutorials, templates, assessment rubrics, etc—help elucidate or explain the content or allow students to interact with the content? What previous technology skills should students have to complete this project?)

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| Technology supports student learning by being the platform in which the students will use to gather their information. They will use research sites, search engines, the project rubric, and their own understanding of how to evaluate a website’s information. They will use the student lap tops and the tablet stations to complete their work. The students will already be familiar with how to work each piece of technological equipment, how to evaluate websites for credible information, and how to work collaboratively in a group. |

**Instructional Plan**

**Preparation** (What student needs, interests, and prior learning provide a foundation for this lesson? How can you find out if students have this foundation? What difficulties might students have?)

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| To prepare for this mini unit, the students will begin by each being given a strip of paper with a MLK quote on it. They will be asked to read it, then think-pair-share with their neighbor to discuss what their quote may mean and why it may be important. We will discuss whole group with those that want to share. Then we will watch the iconic “I Have a Dream” speech—this will lead the students into the beginning of their creation of the booklets. The students may have difficulties with the quotes because it is based on what they think—it is very objective. |

**Management** (How and where will your students work? Classroom, lab, groups, etc?

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| My students will work in their groups in their choice spot in the classroom. Their groups will be selected by me based on my understandings of how they work with others. |

**Instruction and Activities** (What instructional strategies will you use with this lesson? How will your learning environment support these activities? What is your role? What are the students' roles in the lesson? How can the technology support your teaching? What engaged and worthwhile learning activities and tasks will your students complete? How will they build knowledge and skills? Will students be expected to collaborate with each other and others? How will you facilitate the collaboration?)

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| Instructional strategies include think-pair-share, collaborative group work, and the use of technology in safe ways. My learning environment is set up in small seating areas for each group to have their own space. My role will be to facilitate and assist when needed. The students within their groups will be the teachers and in charge of their own learning processes throughout. Technology is supporting the teaching by serving as the platform where the students will gather their information from. They will work with the other students in their groups and build upon their prior knowledge by following the template for their booklets. |

**Differentiation** (How will you differentiate content and process to accommodate various learning styles and abilities? How will you help students learn independently and with others? How will you provide extensions and opportunities for enrichment? What assistive technologies will you need to provide?)

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| With each booklet, the students will be allowed to write, illustrate, note, or dictate the information in various mediums and formats. The students will work in mixed ability groups providing support for students who may or may not be able to perform at grade level. The students within the group will be allowed to learn aspects independently and then teach them to their group. The students will be able to extend their learning through the writing of their paper and their presentation. The students that need assistive technologies will be able to use text to speech tools, larger print on the screens, ability to adjust the brightness of screens, and headphones to enhance the volume if needed. |

**Closure and Reflection** (Will there be a closing event? Will students be asked to reflect upon their work? Will students be asked to provide feedback on the assignment itself? What will be your process for answering the following questions?

**•** Did students find the lesson meaningful and worth completing?

**•** In what ways was this lesson effective?

**•** What went well and why?

**•** What did not go well and why?

**•** How would you teach this lesson differently?)

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| After each group has presented their booklets and summaries, the students will be given an exit slip to bring closure to the unit on the last day. The exit slip will follow the “3-2-1” model:  --- list THREE new things you learned about MLK  --- ask TWO questions you still have about MLK  --- write ONE word to describe the life of MLK  To answer the questions above—I will evaluate using the rubric their booklets, analyze the exit slips to see if it was meaningful, and see what stuck with them throughout the unit. Upon teaching this, I would probably change how to present the information in the booklet or even provide a teacher example.  I think working in groups will go well in my classroom because it is something my students do often. |